

# **At Standard**

## **District Disproportionality Reviews Practices, Policies, and Procedures**

(for the Identification of Students with Disabilities)

2006 – 2007 and 2007 – 2008

## **Focus Area 2 Instructional Services**

The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.

## OVERVIEW

### At Standard District Reviews: Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts that are Significantly Disproportionate. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and White) for students receiving services in special education and related services (All Disabilities) and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by the analysis of this data and application of Tennessee's definition for Significant Disproportionality. In addition to the requirement to reserve 15% of the IDEA Part B allocation for Early Intervening Services, each school district that meets the definition for Significant Disproportionality is required to review district practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education and related services. Each district's review is evaluated and rated by a State panel and ratings are discussed and verified for reliability among the raters. District responses for each of the six focus areas required for review are evaluated and rated at one of three levels: Beginning, Developing, and At Standard. The six areas reviewed and evidenced by these districts are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

An "At Standard" rating is given to those districts with reviews that clearly describe and provide evidence of At Standard policies, practices, and procedures; that include a specific improvement plan that outlines strategies which target the reduction of students in the ethnic/racial group identified as significantly disproportionate in special education and related services; and that provide sufficient information to ensure significant disproportionality is not the result of inappropriate identification practices. Each document included in this section contains the At Standard reviews for each of the six focus areas listed above. The disability, relative risk ratio, and ethnic group identified as disproportionate are listed with each review. Please note that in several of these districts, the strategies used and revisions implemented in practices, policies, and/or procedures through the process of conducting this review were effective and contributed to the decrease of significant disproportionality within the district. From FFY 2005 to FFY 2006 some districts reduced disproportionality from a level of 'significant disproportionality' (relative risk ratio =  $\geq 3.0$ ) to 'no disproportionality' (relative risk ratio = 1.0 to 1.9) as a result of this systematic process of review. Those districts that decreased disproportionality have been indicated with the ↓ on each disability category cover page.

**DISTRICT REVIEW ITEM 2**  
**Equitable Representation in All Programs**

***The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.***

There is evidence of ALL of the following:

The district:

- provides a list of programs, with data about participation disaggregated by race/ethnicity, gender, and disability and
- reports staffing levels and qualifications.

The district:

- analyzes the program participation data by race/ethnicity, gender, and disability,
- identifies areas of discrepancy in program participation, recruitment, location, and admission and
- describes the process used for each program to identify, recruit, and select program participants.

The district:

- provides a comprehensive list of all in and out of school programs and activities available to students, with enrollment information disaggregated by race/ ethnicity, gender, and disability,
- notes disparities in participation and establishes plans and implements plans to ensure increased diversity in participation, and
- involves and encourages participation of communities, families, and students in the identification of program needs.

# All Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Union County	FFY 2005	—
▪ ↓ Carter County	FFY 2005	↓ Speech/Language Impairments
▪ ↓ Grundy County	FFY 2005	Specific Learning Disabilities

## ALL DISABILITIES

## FOCUS ITEM 2

### Union County – White (FFY 2005 RRR 4.54—FFY 2006 RRR 2.11)

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*Union County Schools encourages the participation of all students in co-curricular and extra-curricular activities to enhance academic achievement, including those who are culturally and linguistically diverse and students with disabilities. According to the 2007 Report Card, the district has a predominately white student population of 98.6%, with a minority population of 0.4%, and a student enrollment of 3,014. Out of the total student population as of November, 2007, 35 are minorities; 13 of these have enrolled since March 2007. Of those 35, 0.03% are students with disabilities, and 0.03% are gifted. As a result of our high white population, the number of white students with disabilities in all disability categories will be high. Currently, 18% of the Union County Schools population are students with disabilities. Also, a variation of one or two minority students identified as students with disabilities makes a significant difference in the Relative Risk Ratio. Union County Schools has a 72.4% economically disadvantaged student population.*

*System-wide, the district has implemented after school programs for both elementary and high school that offer academic and social activities. All programs and all activities are open to all students regardless of disability or cultural and linguistic diversity. All requirements for admission into clubs are linguistically and culturally neutral. All elementary schools are Title I school-wide programs which meet comparability. Students with disabilities are encouraged to participate in these programs.*

*During after school programs, students are encouraged to complete homework assignments, obtain tutoring in specific areas, and practice academic and social skills. A Douglas-Cherokee Economic Authority grant provides an after school program to four schools, including our only high school and middle school, our largest elementary school, and our second largest elementary school. At the high school level, after school tutoring is available for English, Writing, Math, and Science. Credit recovery and Gateway tutoring is also available.*

*After school and Saturday school programs are also provided by 12 teachers on Extended Contract. All Union County teachers providing after school programming for students are highly*

- 1) *Tennessee Report Card 2006,2007*
- 2) *Athletic, Athletic Related, and Academic/other Club Listing for each School. These are disaggregated by Gender, Ethnicity, and Disability.*
- 3) *Instruments used for Gifted screening: GRS (Gifted Rating Scale) GATES (Gifted and Talented Evaluation Scales) Torrance (Thinking Creatively with Pictures) CAP (Creativity Assessment Package)*
- 4) *Composition of gifted screening team at each school.*
- 5) *SY 07-08 Extended Contract and Personnel Qualifications*
- 6) *Dual Credit Agreement between UCPS and Walter State Community College.*
- 7) *Student Handbooks for HMMS and UCHS*
- 8) *Title I Needs Assessment*
- 9) *Sampling of Minutes, Agenda, and Sign in Sheet for Family/Parent Involvement Advisory Committee*

qualified. Qualifications for extra curricular clubs and athletics are based on interest and expertise.

Data analysis from the 2006-2007 tutoring programs for 6th through 12th grade indicates that females took advantage of the program at a higher rate than males. The program participants were 68% female and 32% male. Of the total number of participants, 27% were students with disabilities. No minority students were listed as participating although the program was available. The largest elementary school showed a more balanced rate of male/female participation, with 49% female and 51 % male participation. Students with disabilities made up 33% of those participants. There were no minority students participating. Given the low number of minorities in the district (0.4% in 2006-2007), this is not surprising.

At the high school, in addition to the academic activities listed above, students can participate in the following school activities and clubs: 17 athletic or athletic related groups and 22 academic/other clubs and organizations. Students with disabilities are encouraged to participate in these programs, as are students from culturally and linguistically diverse backgrounds.

The Union County High School population is 984 with 117 students with disabilities, or 11.9% and 39 gifted students, or 4.0%. 33 of the gifted students participate in one or more clubs or organization. 39 of the students with disabilities participate in high school programs and clubs. There are 19 minority students in the high school. 11 of those students are participating in after or before school activities, programs or clubs. This count does not include students in academic tutoring programs. All students are counted only once, even if they participate in more than one club. The gifted students have a very high participation rate, at 85%. Students with disabilities (not including gifted), participate at a 33% rate. Minority students participate at a 58% participation rate. The male/female participation was 49% to 51 %.

The high school has made a concerted effort to encourage club participation by all students. Union County High School has developed a club day twice a month in which clubs may meet during the school day. The clubs are divided equally on an A or B schedule, so that each club can meet during school time at least one time per month. This in-school activity time is a way to encourage greater school wide participation and to facilitate participation by students with at risk factors, such as economically disadvantaged, students with cultural or linguistic diversity and students with disabilities. High school students are encouraged to give their preferences and opinions on clubs and organizations. Within the first two weeks of each school year, a half day is set aside for students to review all available clubs and organizations. Booths are set up on the school grounds and in the building. The student population tours the booths to decide on

- 10) FFS ( Family Friendly Schools) Survey and Survey Results
- 11) FAST Elementary School Program Manual
- 12) School Improvement Plans for all Schools
- 13) Easy IEP Listing of Students by School and Disability Category
- 14) SIS Database sorted by minority students with grade, ethnicity, gender, age, and school
- 15) Staff professional development listing for 2005-06, 2006-07, and 2007-08

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*their interests and to make suggestions.*

*At the middle school level, in addition to the academic after school programs, there are six athletic or athletic related clubs and three academic and one other club. As at the high school, students with disabilities are encouraged to participate in these programs, as are students from culturally and linguistically diverse backgrounds.*

*There are a total of 657 students at the middle school. Of these, 96 are students with disabilities, or 14.6% and 20 gifted students, or 3.0%. Twenty-nine students with disabilities and 17 gifted students participate in middle school clubs and organizations. There are 11 minority students in the middle school. Four of those students participate in athletic clubs or academic/other clubs. Male to female participation was 41 % male to 59% female. Gifted students have an 85% participation rate, which is comparable to the high school rate. Students with disabilities showed a participation rate of 30% comparable to the high school rate of 33%. Minority participation was 36% compared to 58% with the high school. This would indicate the high school club day might have a positive effect on club participation.*

*Our four elementary schools combined have 20 athletic clubs and athletic related clubs. They have 7 non-athletic clubs. As in the high school and middle school, the elementary schools encourage students with disabilities and students from culturally and linguistically diverse backgrounds to participate. At the elementary school level, the majority of the club participation is by 3rd 4th and 5th grade students. Overall, there are 74 students with disabilities in the 3rd, 4th and 5th grade at the four elementary schools, and 15 gifted students. 17 students with disabilities participate in elementary school clubs and organizations, other than tutoring, and 6 gifted students participate. Currently, a student using a wheel chair for mobility purposes is a member of the cheerleading squad at one of the elementary schools. There are 23 minority students in the four elementary schools; however, most are in the lower grades, with only eight in grades 3, 4 and 5. Two of those students participate in clubs or athletics. Students at Maynardville Elementary School, have an opportunity to work with older students, since the high school Beta Club students volunteer once a week to tutor at one of the elementary schools. This gives the elementary school students the opportunity to work with older peer tutors and role models.*

*At the elementary level, male/female participation is 47% to 53%. Gifted students participation is 40%. Minority participation is at 25% and students with disabilities participate at 22%. Both these are lower than in the upper grades.*

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*In addition to a PTO at every school, A Family/Parent Involvement Advisory Committee is established at every school and meets bi-monthly. This is a vehicle for the community, families and students to identify program needs. A family survey was conducted at all schools to ascertain family and community concerns. In 2006-2007, a FAST (Families and Schools Together) Program was piloted at Luttrell Elementary. Notices for this program were posted in the community in both Spanish and English. This program was designed to help parents work with their children to reduce violence, to help them with controlling bullying, and to help with other child management issues. There are also parenting classes available through Family Resource Center. At the individual school level, community outreach programs include Readers' Clubs, school newsletters, and, at Maynardville Elementary School "Community Night in the Computer Lab". Sharps Chapel School has community plays at the school and Big Ridge School sponsors a scholars bowl.*

*There are a variety of programs for high achieving students and gifted students. Union County Schools conducts a county-wide screening at the beginning of 3rd grade. Each classroom teacher rates each student in order to identify high achieving/high ability students. Teachers make note of any student who may be underperforming due to as risk factors or linguistic or cultural differences.*

*Each school screening team for gifted includes the principal or vice principal of the school, general education teachers, the special education teacher/gifted, the gifted coordinator, and the school psychologist. The team reviews the teacher ratings of each student as well as a variety of academic indicators, including class work, classroom observations, classroom assessments, Think-link and DIBELS. Union County 2nd graders did not take the TCAP assessment in 20062007, so that data will not be available for this year's screening. ( The district is reviewing the possibility to use statewide assessments for K-2 in the 2007-2008 school year)The screening team reviews all information, including possible underachievement due to culturally or linguistically diverse, at risk factors such as poverty, or the presence of other disabilities. Those identified as potentially high achieving students are recommended for further screening. Union County Schools has a variety of screening tools that can be used, allowing the screening team to take into account underachievement due to at risk factors or cultural differences. This year, because no TCAP information is available for 3rd graders, the Woodcock Johnson Achievement testing will be used for all students referred for screening. Students who appear likely to qualify under state guidelines for Gifted are referred to Special Education for further evaluation. For students not screened in the 3rd grade, teachers and parents/guardians are encouraged to refer their student directly to the School Support Team (SIPS). Child Find for Gifted information is distributed around the county.*



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*Those students who qualify for the Gifted program, under state guidelines, have specially designed programs with a special education gifted teacher, in the elementary grades. At the middle school, students in the gifted program have either specially designed services or inclusion services with a special education/gifted teacher in advanced or honors classes. At the high school, students have a time period each day to work with the gifted teacher.*

*For both high achieving and gifted students, the middle school has honors courses in all grades and advanced courses in English and Mathematics in all grades. The high school has AP courses. In addition, students are able to take dual credit courses through Walter State Community College.*

*Teachers at the elementary and secondary level have been attending ongoing professional development training on differentiated instruction, so that students at all levels, including high achieving and gifted students can be instructed at different levels within their classrooms.*

**ALL DISABILITIES and SPEECH/LANGUAGE IMPAIRMENTS****FOCUS ITEM 2**

**Carter County – All Disabilities White (FFY 2005 RRR 3.99—FFY 2006 RRR 1.01)  
S/L White (FFY 2005 RRR 4.18—FFY 2006 RRR 1.20)**

**EVIDENCE**

List evidence and documentation on file.

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*The Carter County School System has a wide range of programs available to support and produce academic achievement for all learners, including those who are culturally and linguistically diverse. The district has a predominately white student population at 97.9% and a student enrollment of 6,340. Out of the total student enrollment, 134 students are minorities, 16% are students with disabilities and 73% are considered economically disadvantaged. (See attached profile) Consequently, the number of white students in speech/language and other disabilities may be high.*

*System-wide, the district has implemented a variety of after-school programs for both elementary and high school students. These programs offer academic and social activities that are specially designed for both low and high achieving students. Students with disabilities are encouraged to participate in these programs.*

*Elementary students who are gifted are offered services in addition to their general classroom curriculum. Approximately 72 students are served through special education programs for enrichment. At the present time, only one minority student qualified for services (1 black male). Minority students have been screened for gifted services, but have not met the eligibility criteria. Tests and instruments used with these students have been culturally bias free and designed to eliminate any inherent bias toward these students because of a language barrier. We will continue to monitor and adjust screenings for all students to ensure that culturally and linguistically diverse students are equitably represented in all programs.*

*Students meeting the criteria for enrichment are able to participate in advanced curriculum courses designed to help them achieve their highest potential while helping them increase motivation to become lifelong learners.*

*Several options are available for gifted and rapidly progressing secondary students. Each high school has AP courses available. In addition, students are able to take classes at Northeast State or ETSU to obtain both high school and college credit. During the 2007-2008 school*

- *During the after-school programs, students are able to complete homework assignments, obtain tutoring, or work on research projects. The high school program, Run Way, is offered at all four high schools. In addition to the aforementioned academic activities, students may choose to participate in any of the following activities: ropes courses, Hunter Safety Course, Driver's License Review, Wellness, Photography, etc. Students in the after school programs also participate in field activities. The after-school programs serve approximately 30 students with a varying range of disabilities.*
- *Each school within the district has various clubs, athletics, and social organizations available for all students attending those schools. Guidance counselors and teachers actively encourage student participation both in school and after school activities. A listing of activities by school is attached.*
- *Staffing for school related functions is filled by certified teachers. Parent volunteers are welcome and are used to help the teachers at some schools. The elementary after-school program has a total of 66 workers, both professional and non-professional. A breakdown for this program's staff is as*

*year, students will be able to participate in “E Learning”, a specially designed program whereby students can take classes on-line and receive high school and/or college credit. The E-Learning Program allows our high schools to offer a wider variety of classes available to diverse learners within our school system. Classes are also offered in aviation.*

*At the high school level, credit recovery classes are offered during the school year and during summer break. Students in need of extra tutoring for Gateway Exams are encouraged to take these classes.*

*Communities, families, and students are involved in identifying program needs. The school board has adopted a parent involvement policy developed by teachers, parents, and administrators (See attached policy) and parent involvement is part of the district’s TCSPP Plan. Parents have been an integral part of planning for after school programs and planning for school improvement activities. (TCSPP and Parent Involvement Plan are attached).*

*Enrollment in these programs has been disaggregated by race, ethnicity, gender, and disability. (See attached) An analysis of this data shows that predominately white, non-disabled students participate in extracurricular and after-school activities. However, one must consider the predominately white enrollment of our school district. Additionally, students with disabilities and students from other cultures have access to and are equally offered, and encouraged to participate in these programs. A speech/language disability or any other disability does not automatically knock a student out of these school activities.*

*Several steps are being taken to reduce/eliminate obstacles to ensure balanced representations in all of our programs. Gifted screenings are conducted at the third grade level every school year. In addition, referrals from teachers for students suspected of being gifted are encouraged each year. Our Child Find Activities include students who may be gifted and we actively seek these students from the community. Students who have other disabilities are also screened (when appropriate) for areas of giftedness.*

*follows: 18 school teachers, 2 center administrators, 3 college students, and 17 parents.*

# ALL DISABILITIES and SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 2

**Grundy County – White All Disabilities (FFY 2006 RRR 4.04),  
White SLDs (FFY 2005 RRR 3.09—FFY 2006 RRR 3.08)**

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*High school clubs include Spanish Club, Interact Club, Honor Society, Art & Photography Club, Horse Club, 4-H Club, Debate Club, Drafting Club, and Outdoor Adventure Club. Other activities at the school are Mets, Honor Society, Gear Up, FFA, FCCLA, Chorus, DECA, FBLA, HOSA, Athletes Working for Jesus, Band, Student Council, P3, Russian, Cosmetology, Skills U.S.A., Carpentry, and Welding. Sports at the high school are Football, Basketball, Baseball, Softball, Volleyball, Golf, Cheerleading, Intramurals, and Special Olympics. Two more of the four Hispanics are active in school activities. One boy played football and baseball while the only female minority student at the high school was president-elect of the Interact Club. Coincidentally, last year's president was not a racial minority, but she was a special education student. A third minority student was enrolled in two honors classes.*

*This situation is similar at the elementary schools. Minority students are included in all programs available to white students at the elementary schools except when programs are only open to students in certain grades and there are no minorities in these grades. Programs at the elementary schools are LEAPS, SOAR, METS, 4-H, and the Spelling Bee Contest. Basketball, Cheerleading, Football and Band are also offered at the elementary level. There were nine students who received gifted services at the elementary level. Seven of these students are white males and the other two are white females. One of these girls is culturally disadvantaged.*

*It is obvious, when one realizes that Grundy County's student minority population was limited to ten of the 2284 students enrolled, that minority populations are well represented at all levels. No disparity is noted when the data was disaggregated. Grundy County Schools provide a comprehensive list of all in- and out-of-school programs and activities available to students. Enrollment information is disaggregated by race/ethnicity, gender, and disability. All students are encouraged to participate in all activities. The honors and accelerated classes are open to students of all races, ethnic groups, and disabilities. The Honors Club is also equally available to boys and girls. Out of the 732 students enrolled in Grundy County High School only four were Hispanic. (This was the only minority group represented at the high school.)*

1. Classroom observations
2. Benchmark assessments
3. Classroom assessments
4. Classroom work
5. Procedure for selecting and administering assessments
6. List of cognitive assessments
7. List of functional assessments
8. List of developmental assessments
9. List of academic assessments
10. Credentials of school psychologist
11. Credentials of speech-language pathologists
12. Orders of assessments and protocols

*Disparities in participation which were noted when information was disaggregated were addressed. The disparity was against culturally-deprived students. Upon analyzing the data, it was determined; these students had no transportation for after school programs.*

*Transportation was arranged and these particular students have participated actively in the program. Each elementary school has a Parent Involvement Program which is funded through the title program. Bulletin boards are maintained informing parents of parent involvement activities that most parents will not be working. Some of the schools have Grandparents' Day and Reading Nights. Most elementary schools have Fall Festivals where the community is invited. All elementary schools have a Title Committee which is community members, and comprised of parents, educators. The parent responsible for planning involvement committees are activities and informing parents concerning school issues. These schools also have their respective Parent-Teacher Organizations which offer parents a chance to participate in decision-making at the school level.*

*Parents of special education students at all grade levels are invited to participate in appropriate in-services. They are also encouraged to attend all IEP meetings and to provide input into all team decisions. The continuous monitoring process utilizes a steering committee comprised of teachers, parents, and committee members. This provides an opportunity for all genres to have a voice in how the special education program operates. Grundy County also has a Family Resource Center Grant which includes parents on their decision-making committee. This program ensures all students have the necessities for a successful education. The special education program distributes brochures informing parents and community members about learning stages, as well as the type of programs available. The preschool program also distributes pamphlets.*

*Activities at the high school which involve parents are Open House, Parent-Teacher Conferences, Parent Night, and Survivor GCHS. The latter is for up-coming freshmen and their parents. Career and Technical Education Advisory Committee is comprised of business partners, parents, community members, and educators. Business partners also contribute financially and participate in many other ways in the Renaissance Program. Sessions conducted by the Youth Leadership Program involve parents and community leaders. They, also, often present at these sessions. All of the athletic programs have booster groups. These groups provide support and input to the high school athletics programs. Many local scholarships are rewarded annually to graduating seniors. Community members are very involved in the selection process which requires a close relationship with the school and its student.*

# Mental Retardation

System	Data Date	Other Disproportionate Disabilities
▪ Hardeman County	FFY 2005	_____
▪ ↓ Shelby County	FFY 2005	_____
▪ Memphis City	FFY 2005	↓ Autism
▪ Madison County	FFY 2005	_____
▪ McMinn County	FFY 2006	_____
▪ ↓ Wilson County	FFY 2005	_____
▪ ↓ Lebanon City	FFY 2005	_____
▪ ↓ Lauderdale County	FFY 2005	_____

## MENTAL RETARDATION

## FOCUS ITEM 2

### Hardeman County – Black (FFY 2006 RRR 4.75)

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*Hardeman County serves 4,433 students in nine schools across the county. There are six elementary schools, one middle school, and two high schools. Seven of the schools are Title 1 Schools. This includes the two high schools. We have an alternate school serving children between the ages of 12 and 22. Each of our nine schools developed a school improvement plan. Data was gathered as it relates to curricular and non-curricular activities, teacher certification, remedial opportunities, benchmark testing, and in-service opportunities, to name only a few. Educational facilitators are in each school to assist with data analyses and identifying building level needs. Hardeman County is in Year Two in the development of our TCSP (Tennessee Comprehensive Systemwide Planning Process). Data gathering is ongoing as it relates to data analysis for improved performance in our schools, personnel, and students.*

*There are 805 students with special education individualized educational plans. 504 serves an additional 14 students with educational plans developed. Our services range from consultation to homebound for the medically fragile. We have one all-inclusive school. All IEPs mirror grade level SPIs in grades K-8. Our two high schools provide inclusive classes as well as pull-out for resource gateway courses to promote earning a regular diploma. We have three special education pre-school classes that partner with the lottery funded pre-kindergarten programs. There are school nurses assigned to work in all of our schools. Our Incarcerated Youth Program is in place at the Hardeman County Jail. Our gifted program serves 64 students across the county, with 16% being African-American.*

*Hardeman County has been identified as having a disproportionate number of African-American students with mental retardation. The Relative Risk Ratio for Hardeman is 3.83. To address this, rather than conduct records review, it was decided to reevaluate all students identified with Mental Retardation, gathering new documentation at their reevaluation due date. This has resulted in a significant decrease in the number of students in that eligibility category. This plan of action has drastically reduced the number of students identified with Mental Retardation. It is believed that during this three-year reevaluation cycle, Hardeman County's RRR should be reduced to <2.5. Through our Federal Programs Director, Durrell Wooden, and Thomas Polk,*

### EVIDENCE

List evidence and documentation on file.

- 2006 Civil Rights Collection Report: District Report and Report by school
- TCSP Report Extracts
- Gifted Report
- Active Student Listing of Mentally Retarded
- Grade Recovery Participation
- Hardeman County Report Card

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*the Title 6 and title 9 Coordinator for the Civil Rights Act, we have included data showing the demographics in our school district by race, gender, and disability. African-Americans represent 55% of our total enrollment. This varies from school to school. This breakdown can be found in the Civil Rights Data Collection Report.*

*In addition we have an ELL instructor serving students in the county. Currently Mr. Cormick is seeing 30 students. Bolivar Elementary has purchased DYNED, a computer program designed to improve English Proficiency. All teachers at Bolivar Elementary are to be in-serviced on August 1, 2007. This program is available for use in all classrooms.*

*At risk students are identified at the building level and referred to appropriate remediation classes such as after-school tutoring, grandmother's reading program, and grade recovery programs. Each school has developed their programs with guidelines to allow for equity in participation.*



## MENTAL RETARDATION

## FOCUS ITEM 2

### Shelby County – Black (FFY 2005 RRR 3.25—FFY 2006 RRR 2.84)

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*We have many English Language Learners (ELL) represented in all areas and programs across Shelby County Schools. Shelby County Schools ESL (English as a Second Language) Department services all students who are limited English proficient according to state language assessments through modes of direct pull out service or consulting/transitional within the regular classroom. Shelby County holds parent meetings as well as an open house where parents and families of ELL students have the opportunity to access school resources and activity information. Schools consistently post informational signs in a multiple languages to better communicate with families of ELL students.*

*Shelby County Schools ESL Department strives to have students represented in a fair balance in all areas and programs. We are consistently holding in-service and pre-service trainings to further increase the ability of our teachers to serve these students in an equitable manner. Shelby County also utilizes student handbooks to provide information as well as community surveys to obtain feedback from student families.*

### EVIDENCE

**List evidence and documentation on file.**

- *See attached sheets for further details. The district provides a comprehensive list of all in and out of school programs and activities available to students, with enrollment information disaggregated by race/ethnicity, gender, and disability. Disparities in participation are noted and plans are established and implemented to ensure increased diversity in participation and communities, families, and students are involved in identifying program needs, and in encouraging participation.*
- *ELL students have access to any co-curricular or extracurricular activity offered by Shelby County Schools. Attached - Enrollment sheet disaggregating participation of NELB (Non-English Language Background) students by race/ethnicity*
- *Shelby County Schools has 16 teachers who are categorized as highly qualified to teach in the category of ESL/ELL. There are also 2 educational assistants who provide services to ESL/ELL students under the direct supervision of a highly qualified teacher.*
- *See attached documents regarding the reporting of enrollment of ELL students.*

## MENTAL RETARDATION and AUTISM

## FOCUS ITEM 2

Memphis City – Black MR (FFY 2005 RRR 3.24—FFY 2006 RRR 5.17)  
White Autism (FFY 2005 RRR 4.94—FFY 2006 RRR 3.98)

### EVIDENCE

List evidence and documentation on file.

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*The district assures that students who are culturally and linguistically diverse are assessed using culturally sensitive and valid test instruments.*

#### 1. Gifted Area

*Locally funded gifted programs for students who read two grade levels above their current grade; provided for students in grades K-3. (After October 1, 3rd graders go through state certification process). Second graders identified by end-of-year testing must also have a Reading TCAP of 90 or above and a Math TCAP of 75 or above.*

*Description: Gifted special education for students who meet state criteria is provided for students in Pre-K and grades 3-9. Systematic grade level screening for grade 3 is done each year. Screening data is obtained through a printout from Research and Evaluation. This is a list by school of every student in the district who has at least one 85th percentile on the most recent TCAP. Racial data is not provided on this list; all of these students are screened at the school level to determine if they should have a Comprehensive Evaluation to determine gifted eligibility. Professional development sessions are provided to train teachers to recognize the special needs and/or characteristics of giftedness that may be masked by language and/or cultural factors. All students identified as academically gifted and talented are served in their assigned Memphis City Schools or a CLUE center in their vicinity. Transportation is provided to those students assigned to a CLUE center.*

*Memphis City Schools analyzes the program participation and a systematic grade level screening for grade 3 is done each year. Screening data is obtained through a printout from Research and evaluation. This is a list by school of every student in the district who has at least 85th percentile on the most recent TCAP. Racial data is not provided on this list; all of these students are screened at the school level to determine if they should have a Comprehensive Evaluation to determine gifted eligibility. Whenever a Consent for a child is received, it is accompanied by an assessment instrument selection form that lists factors that may be considered by the school psychologist in determining the best assessment instrument*

- *The last count of gifted students in October showed 3, 656 students being served in both programs. Total MCS students at that time 115, 890. 3.1% of the population was identified as gifted. (See gifted report for data by race and sex). There are 80 teachers serving gifted students at this time. Only one has not completed the minimum requirement of six hours of gifted courses; She will complete the courses this summer.*
- *The district has identified testing instruments for special-ed eligibility. Ongoing training of staff for administration of culturally sensitive assessment instruments is provided. The district is in the process of establishing culturally sensitive, research based special education referral procedures.*
- *Identify all African American students in the district with an MR diagnosis. Identify all African American students in the Middle School with an MR diagnosis (969 Students). Staff training on the file review process of MR students. (Beginning in Middle School). Staff training on administration of various culturally sensitive, non-bias and valid test instruments. Establishment of culturally sensitive school support teams*

*based on the diversity of students. When characteristics of giftedness are noted in a student but not supported by the usual standardized measures, gifted staff advocate the use of other acceptable I.Q. and achievement tests which may be more appropriate for a culturally diverse system. Professional development sessions are provided to train teachers to recognize the special needs and/or characteristics of giftedness that may be masked by language and/or cultural factors.*

## 2. ESL Area

*The district assures that students who are culturally and linguistically diverse are assessed using culturally sensitive and valid test instruments.*

*Description: These services are provided by certified ESL teachers in grades K-12. Presently there are 74 full-time and 3 part-time ESL teachers, a professional ESL tester/tutor, an ESL Guidance Counselor, 5 Bilingual Counselor/Mentors and various other support bilingual staff throughout the district. The ESL classes follow the curriculum standards of Memphis City Schools and the State's ESL Curriculum Framework.*

*ESL services are provided on an individual, small group, or class basis in over 60 schools. On the elementary level, students are placed in regular classrooms and are pulled out for ESL instruction. A push-in model is used at some schools for their KK ELL students. On the secondary level students take ESL classes in addition to regular English classes. Two ESL English credits can be used to meet the 4 units of English needed to graduate. Sheltered English classes are also offered in Civics, Social Studies grade 7 and American History grade 8. If services are not available at the student's assigned school; the student is reassigned to the nearest "ESL center" school with space. Students that are reassigned are provided bus transportation.*

*The district assures that students who are culturally and linguistically diverse are assessed using a variety of culturally sensitive, non-biased and valid test instruments. MCS division of ESL and the special education department have collaborated to review the referral and assessment procedures to assure equitable participation based on race/ethnicity, gender and disability.*

## 3. MR area

*Description: Services are provided to students daily to address academic and life skills with a smaller student-to-staff ratio. An array of services is provided students in various settings including general and special education classrooms, in-community activities, and on-the-job training.*

*and special education referral procedures.*

- *Ongoing training for response to intervention.*

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*The Instructional Resource Program and Comprehensive Development class serve students who experience mild-to-moderate learning problems and can function in the regular classroom with supportive services. The majority of students in this program are learning disabled or mildly mentally challenged. The IEP Team determines the number of hours the student is to be served and any appropriate related services. Number of students in the mentally retarded disability category are over represented for the District. The MCS is currently addressing this issue by carefully reviewing all files of students with the MR disability category grades 6-8. The district is also reviewing the eligibility of all students with current MR eligibility during 3 year reevaluations.*

*Collaboration between district staff which includes school psychologists, school social workers, and DEC supervisors and coordinators to review the files of students previously identified as Mentally Retarded. Specific guidelines are used to review the files strategically. The district is providing ongoing training of the referral process used to identify students with disabilities. The district also has trained school counselors, principals, regular education teachers, and school psychologists on response to intervention process.*

## MENTAL RETARDATION

## FOCUS ITEM 2

### Madison County – Black (FFY 2005 RRR 3.40—FFY 2006 RRR 3.63)

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*The district ensures that students who are Mentally Retarded, black (not Hispanic), have the opportunity to participate in all programs offered by the JMCSS. The range of programs available in which MR students, black (not Hispanic), are represented include the following core/academic classes:*

- LRE (self-contained special education class)
- Resource (pull out for specific core subjects)
- Inclusion (special education teacher and/or staff support for core subjects in regular education classes.
- Consultation in regular education classes

*Additional support programs for core subjects include:*

- Individualized tutoring by educational assistants
- Tutoring before and after school
- Summer school
- Extended school year

*Co-curricular and extra-curricular programs include:*

- Sports (basketball, baseball, football, track, golf, tennis, soccer, cross-country, softball, bowling, cheerleading, volleyball, dance team, team manager for all sports)
- Fine Arts (music, art, chorus, band, theater arts, visual arts, flag corps)
- School Clubs (drill team, Spanish club, DECA, HOSA, FCCLA, art club computer club, writing club, gardening club)

*JMCSS extends the invitation to all students for the above programs. Black Mentally Retarded (BMR) students have been actively sought out and encouraged to participate in the available programs offered. In the Jackson-Madison County School District's quest to attain unitary status throughout the district, there has been a concerted effort to include students underrepresented in school programs from all cultural and linguistic backgrounds to ensure a balanced representation. Changes have also been implemented in programs showing an overrepresentation of culturally and linguistically diverse students in order to ensure balanced representation as well.*

### EVIDENCE

List evidence and documentation on file.

- (a) *Identify program options and participation/ enrollment rate within the district which include co-curricular and extracurricular. (see attachment Standard 2a)*
- (b) *Disaggregate participation by race, gender, and disability category. (See attachment Standard 2b information for evidence pertaining to the "number breakdown" for racial/ethnic groups participating in various extra-curricular school clubs/programs.)*
- (c) *Report the level of staffing and the qualifications of the staff. (See attachment Standard 2c information that gives information on teachers being highly qualified in the Elementary K-8 setting, in the middle/high school setting, and in the Special Education setting.)*

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- a) *The district provides a comprehensive list of all in and out of school programs and activities available to students, with enrollment information disaggregated by race/ethnicity, gender, and disability. The district provides listings at all levels via agendas, handbooks, and web sites of all in and out of school programs and activities available to students. The enrollment information is disaggregated by race/ethnicity and gender. Participation by disability (BMR) is available for academic programs through EASY IEP and STAR databases. Special education personnel at most schools analyze the participation rate of students with disabilities and identify areas of disparity on an informal basis.*
- b) *Disparities in participation are noted and plans are established and implemented to ensure increased diversity in participation. Participation by BMR is determined at IEP meetings as deemed appropriate by the IEP team members that include the regular education teacher, LEA Representative, parent, special education teacher, and student when appropriate. Disparities in participation are noted and school personnel "brainstorm" ideas to increase diversity participation. Examples include providing assistants to accompany BMR students to class; peer tutors assigned to BMR students, tutoring for specific classes/activities, arranged transportation to and from activities, Pass/Fail grades, and recruitment of BMR students for sports team management positions, or sport team members.*
- c) *Communities, families, and students are involved in identifying program needs, and in encouraging participation. Families and students are involved in identifying program needs through the IEP process. The IEP team members encourage BMR student participation in a variety of programs and activities. Student IEP goals and transition goals drive the decision process for BMR student placements. Student interests, strengths, and needs influence activity selections. The community also provides opportunities for BMR students through Special Olympics, parent's night out at local churches, special needs camps; work based learning programs, and Jackson Parks and Recreation special needs programs.*

*The Special Education Gifted program seeks students with high academic achievement based on standardized testing information, intelligence information, and classroom observation. Children are recommended for the gifted program through enrichment programs put in place to discover potential giftedness. Academic and Creative Education (ACE) is open to students demonstrating exceptional academic progress in the regular classroom. Project Explore is an enrichment program specifically set up in low socio-economic school zones. This program is open to students demonstrating exceptional classroom achievement, and recruits students based on part progress in the classroom, creative talent, and at risk status. The Child Find Program is a community- wide program that recruits potentially gifted students through the community. Parents, friends, and teachers can recommend students for the gifted program. As*

*the Special Education-Gifted program is regulated by the state, the state criteria ensure an equitable balance of students from all backgrounds. Students can qualify for the gifted program using a combination of three of the following components: a high average IQ score of 118, four 90%tiles on the state's standardized achievement test, teacher performance observation. The Honors/Advanced Placement programs are open to students with academic achievement at or above the 90%tile and strong recommendations from classroom teachers. Students are encouraged to apply for the many magnet programs in the system. Magnet students are selected through a lottery and students living in the zoned area of magnet schools automatically attend those schools. One exception to this is Madison Academic High School. This magnet school is strictly lottery. Intervention programs are also in place in each regular classroom to discover potentially gifted students as well as assist students in need of remediation. Culturally and linguistically diverse students participate in English as a Second Language (ESL) classes and other in school programs such as Special Education Resource programs, academic interventions through the regular programs, and after school tutoring programs. The district has made a concerted effort as well to implement changes for programs showing an overrepresentation of culturally and linguistically diverse students to ensure balanced representation. Programs consistently showing an overrepresentation of culturally and linguistically diverse students are as follows:*

- (1) Special Education*
- (2) In-School Suspension/Extra Mile/Alternative Programs*

*To ensure a balanced representation the Jackson-Madison County School District implemented changes in the referral process for Special Education Resource to include Student Achievement Teams (SAT), District Student Achievement Team (DSAT), Intervention folders to identify areas of need, and a 4 1/2 week and/or 9 week teaching plan to ensure a balanced representation in the In-School Suspension/Extra Mile/Alternative programs, the district set up a system-wide plan for each school to involve more parents and parent conferences in the disciplinary process via telephone and/or at school before students are sent to In-School Suspension/Extra Mile/Alternative School, suspended, or placed in an alternative setting. The school district has encouraged each school and each individual classroom teacher to develop a graduated discipline plan that includes procedures and consequences. This plan includes informal conferences, written referral, and student and parent involvement before a student is sent to ISS, suspended, or placed in an alternative setting. The Jackson-Madison County School District put in place a plan that has assisted all teachers in becoming Highly Qualified. The manager of the Highly Qualified program has visited each school and outlined a time frame in which each teacher would be highly qualified; particularly teachers teaching in grades 7-12. These teachers must be highly qualified in the areas they teach. Two tenths of Special Education teachers in Jackson-Madison County are currently teaching under a waiver. (See attachment Standard 2c report of the highly qualified status for all teachers.)*

## MENTAL RETARDATION

## FOCUS ITEM 2

### McMinn County – White (FFY 2006 RRR 4.42)

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*McMinn County Schools regularly assess the number and types of programs available for our students. We provide numerous educational opportunities through the general education curriculum. These range from remediation programs (Wilson Language “Foundations”, Carbo Reading Styles, Saxon Math) as well as reading and math interventionists at the elementary level. Graduation coaches, advance placement and dual credit courses are available at the secondary level. All of our curriculum is mapped to ensure alignment with state instructional standards. We utilize differentiated learning activities to address the individual learning styles and abilities of our students. We provide ELL programs for our culturally and linguistically diverse learners. We engage students in credit recovery, virtual learning, academic olympics, National Honor Society, field trips, etc. to both remediate and enrich.*

*Through our vocational education program a special emphasis is placed on addressing the needs of non-traditional and minority students. Vocational programs help students develop skills that will prepare them and enhance their ability to be successful in the work force. Students are engaged in career assessments on a yearly basis to help them better understand their career strengths and weaknesses. Guidance services are available to all students on a regular basis. A full range of special education services are also available to students who meet eligibility requirements.*

*McMinn County Schools continuously work to reduce/eliminate obstacles to ensure that all instructional practices are available to all students, according to their individual needs, so that culturally and linguistically diverse students are not over- or underrepresented. School Board Policies are in place and reviewed regularly to address this issue. A family engagement coordinator and local school family engagement committees were established to involve community members, especially culturally diverse populations, in the development of policy and procedures to address this issue. McMinn County Schools has an established position of Supervisor of Equity and Safety which deals with issues of diversity on a daily basis. We have engaged our teachers and staff in several in-service activities focusing on poverty, differentiated instructional practices, and response to intervention to better address the individual educational needs of our students. We have established the position of Director of Coordinated School*

### EVIDENCE

List evidence and documentation on file.

- *McMinn County High School Course Description Book*
- *McMinn Central High School Course Description Book*
- *Tennessee Comprehensive System-wide Planning Process (TCSPP)*
- *McMinn County School Board Policy*
- *Special Education Comprehensive Plan*
- *Carl Perkins Vocation Addendum for McMinn County Schools*
- *McMinn County School Board Minutes*
- *Classroom Curriculum Maps*
- *TransACT Communications, Inc. Contract*
- *McMinn County Schools Web Site*
- *McMinn County Schools Job Descriptions*



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*Health to address health issues that would negatively impact the education of our students. We utilize State programs such as Project Teach to address health issues and provide needed services. We utilize the TransAct website to assist in preparing documents that meet the linguistic needs of our culturally diverse stake holders.*

## MENTAL RETARDATION

## FOCUS ITEM 2

### Wilson County – Black (FFY 2005 RRR 4.08—FFY 2006 RRR 2.98)

#### EVIDENCE

List evidence and documentation on file.

*See Attached program descriptions and disaggregation.*

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*Wilson County Schools offer a wide variety of programming that is available to assist all students in achieving his or her academic potential. Program availability begins at 3 years of age for students with disabilities and at age 4 for at-risk preschoolers through our lottery Pre-K classes. Additional opportunities for learning are offered once students enter the elementary level classroom. Some of the programs are available system-wide while others may be available at just one school.*

#### Comprehensive listing of programs:

##### SYSTEM-WIDE:

- Special Education
  - Pre-Schools
  - Resource
  - Inclusion
  - Comprehensive Classroom
  - Related Services
    - Speech/Language
    - Occupational Therapy
    - Physical Therapy
- English as a Second Language
- SEEK - Gifted and Talented
- Extended Learning Programs

##### SCHOOL SPECIFIC:

- Wilson County Pre-K—4 classrooms
- Title 1 Reading & Mathematics
- Youthlinks
- Study Island
- *Carbo Power Reading*
- *Beacon Literacy*

## MENTAL RETARDATION

## FOCUS ITEM 2

### Lebanon SSD – Black (FFY 2005 RRR 4.44 – FFY 2006 RRR 2.17)

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*The Lebanon Special School District promotes co-curricular and extra curricular activities to all of its students, regardless of cultural diversity.*

*Programs begin as early as Preschool where at risk students from the community are sought out to participate in one of seven lottery funded PreK classrooms. Additional academic and nonacademic programs occur at each grade level. School drama performances, athletics, after school tutoring, gifted, and school-aged child care are accessed by the LSSD student body.*

*Direct efforts are made at the school building level In order to ensure a balance of culturally diverse students in the programs and to avoid over representation of a sub group. Administrators and teachers are responsible for recruiting and maintaining balance within the program. The Lebanon Special School District provides and maintains a list of programs about participation in co-curricular and/or extra-curricular activities. Efforts are made to identify, recruit, and select program participants system-wide.*

### EVIDENCE

List evidence and documentation on file.

- *See attached documents which reflect the following evidence:*
- *Data review of new referrals for the 200 -06 school year*
- *LSSD process for reviewing eligibility determinations*
- *LSSD procedure for selecting & administering assessments*
- *Assessments used by LSSD to gather information relevant to eligibility determination*

## MENTAL RETARDATION

## FOCUS ITEM 2

### Lauderdale County – Black (FFY 2005 RRR 4.89—FFY 2006 RRR 3.10)

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*The team reviewed all programs in the district. The team determined that black MR students are equitably represented in all programs.*

*Individual schools have a comprehensive student handbook which outlines all programs available to students.*

*\* Continue to monitor all programs in order to ensure diversity (MR) in participation.*

*\* System-wide plan to involve community families and students in identifying needs and encouraging participation*

### EVIDENCE

List evidence and documentation on file.

#### *\*Program Options:*

- Music/Band
- Physical Ed.
- Computer labs
- PASS labs
- Visual motor labs
- Before/after school programs
- Athletic programs
- During & after school clubs
- Special education placement
- Options 1-10 Title I program4

#### *\* Participation by race, gender, disability:*

- 26 Black Males MR
- 19 Black Females MR
- 11 White Males MR
- 9 White Females MR
- Participation based on IEP team decision

#### *\* Staff qualifications:*

- All staff meet highly-qualified standards as dictated by NCLB.

#### *\*Cognitive information*

- Woodcock Cognitive
- Stanford Binet V (non-verbal tests)
- UNIT
- TONI

#### *\*Functional Information*

- Adaptive Behavior Assessment

- 
- System-I/O*
    - *Vineland-2*
    - *Classroom observations*
    - *Parent Case history*
  - \* *Developmental information*
    - *Developmental Checklist*
  - \* *Academic information*
    - *Cumulative records*
    - *Test of Early Reading-II*
    - *Test of Early Math-II*
    - *Woodcock-Johnson Achievement*
    - *Summative and formative tests*

# Other Health Impairments

System	Data Date	Other Disproportionate Disabilities
▪ ↓ Anderson County	FFY 2005	—
▪ ↓ Blount County	FFY 2005	—
▪ Jackson County	FFY 2005	—

## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 2

### Anderson County – White (FFY 2005 RRR 3.01—FFY 2006 RRR .66)

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*Anderson County Schools ensures that students of all cultural and linguistic backgrounds have access to all educational programs free from discrimination/harassment. As a means of identifying Intellectually Gifted students, ACSS conducts a screening of all elementary school students in the fourth grade and also makes screening available in a dynamic Child Find Program. The screening process in the third grade involves a rating by teachers of “characteristics of gifted students” along with screening of group achievement scores. The SST serves as the screening committee and considers high ability learners who might be overlooked if standardized test results were considered. This screening includes consideration of student who are “at risk” because of environmental, cultural, economic, and linguistic challenges, which may have impeded their progress as measured by a standardized instrument. ACSS through annually reviewed Board Policy, requires Special Education services to be “in accordance with current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law.”*

*If a student is identified as Intellectually Gifted, services are provided through an IEP designed to meet his/her unique needs. ACSS analyzes the program participation data by race/ethnicity, gender and disability, and identifies areas of discrepancy in program participation recruitment, location, and admission. ACSS describes the process used for each program to identify, recruit, and select program participants. ACSS identifies disparities in participation and plans are established and implemented to ensure increased diversity in participation.*

### EVIDENCE

**List evidence and documentation on file.**

- *ACSS promotes the participation of every student in all academic and co-curricular activities. A required component of the IEPs of all ACSS students who have been identified as meeting State and Federal standards for a disability is that a determination be made as to the level of allowable participation and possible supports required for participation in all school activities including extra-curricular clubs, student groups, and athletic teams.*
- *Results of a random sampling of students’ IEPs, indicated that no student with a disability was precluded from participating in co-curricular or extracurricular activities by their IEPs.*
- *Anderson County Schools complies with all State and Federal rules and directives in providing equal opportunities for participation for students from diverse cultural and linguistic backgrounds.*
- *All ACSS teachers conform to the No Child Left Behind Standards for “Highly Qualified” status as set forth by the TSDE. For the percentage of staff holding advanced degrees, see Appendix B.*

## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 2

### Blount County – White (FFY 2005 RRR 3.00—FFY 2006 RRR 2.29)

**DESCRIBE the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?**

*Blount County Schools ensures that students of all cultural and linguistic backgrounds have access to all educational programs free from discrimination / harassment "...because of an individual's race, color, sex, national origin, and disability". (See attached: Annually Reviewed School Board Policy on Discrimination / Harassment of Students). Blount County Schools through its local Talented and Gifted Program (TAG) conducts a screening of all elementary school students at the end of second grade; in which each classroom teacher is required to rate each student's progress and challenges in order to identify students as "High ability Learners" which may be underrepresented if based on Tennessee Comprehensive Assessment Program scores alone. Screening committees in each school consisting of the school principal, school counselor, TAG coordinator, and other stakeholders, review second grade TCAP scores; as well as teacher recommendation documentations. (See Appendix: D, D1-23) The purpose of this screening is to consider above average high ability learners who may be overlooked if only standardized tests results were considered. This screening includes consideration of students "At-Risk" due to environmental, cultural, economic, and linguistic challenges, which may have impeded their progress as measured in a standardized instrument. Blount County Schools through annually reviewed Board Policy requires Special Education services to "be in accordance with current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law." (See supporting Special Education Policy marked Appendix: E).*

### EVIDENCE

List evidence and documentation on file.

- a) *Blount County Schools encourages the participation of all students' participation in all co-curricular and academic and extracurricular, activates. All Blount County Schools' students who have been identified as meeting the State standard for a Disability, as required component of their IEP a determination is made as to the level of allowable participation and possible supports required for participation in all school activities including extra-curricular clubs, student groups, and, athletic teams.*
- b) *During a random sampling of students IEPs it was found that no student with a disability was precluded from participating in co-curricular or extracurricular activities by their Individual Educational Plans (IEP).*
- c) *Blount County Schools complies with all State and Federal rules and directives in providing equal opportunities for participation for students from diverse cultural and linguistic backgrounds.*

*All Blount County Schools teachers conform to the No Child Left Behind Standards for "Highly Qualified" teachers as set forth by the Tennessee State Department of Education. In Blount*



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<i>County Schools 41% of the professional certified faculty hold a master's degree, 9% have 30 hours past Master's graduate credits, 20% hold Educational Specialist Degrees, and 2% hold doctoral degrees.</i>
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## OTHER HEALTH IMPAIRMENTS

## FOCUS ITEM 2

### Jackson County – White (FFY 2005 RRR 3.16—FFY 2006 RRR 3.50)

#### EVIDENCE

List evidence and documentation on file.

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*The Jackson County School System benefits from Federal Title monies that are used to provide equity in all programs as well as special education.*

*In the event that we have a student that is culturally and linguistically diverse, provisions are in place to assist the student in accessing the programs such as contract interpreters and materials in the student's native language. An interpreter makes sure that the students that are limited English speakers understand the material. The State of Tennessee report card provides enrollment information disaggregated by race/ethnicity, gender and disability. The federal consolidated plan is established and implemented to ensure that all diverse learners are provided for in an equitable manner. Special Education IEPs and parent meetings are designed to allow for diverse students by providing Spanish materials for the meetings and having an interpreter available to make sure all the safeguards that are the students' rights are understood.*

*The schools send notes home to parents explaining all in and out of school programs and activities make announcements of activities, and display the information on the signs outside of the school. CPR for LEA's includes parents, Special Education hosts an annual parent meeting that discusses different topics that might be an interest to families.*

*The system performs a gifted screening that is in accordance with the approved gifted plan.*

- *Rosters from Jackson County High School of various clubs and activities.*
- *Class register from High School that shows lists of classes at vocational school.*
- *State of Tennessee Report Card for Jackson County Schools 2006*
- *Title II A accountability Information and LEA Status for Highly Qualified Status which currently shows the system at 98.8% met.*
- *Highly Qualified Paraprofessional Data Results with percent met at 100%.*
- *The Federal Consolidated plan for all the Title programs.*
- *Special Education Spanish Parent rights and Eligibility form.*
- *Copies of Special Education Parent meeting notices that were posted in the schools and local paper.*
- *Gifted plan that outlines procedures for gifted child find.*

# Specific Learning Disabilities

System	Data Date	Other Disproportionate Disabilities
▪ Union City	FFY 2006	—
▪ Franklin SSD	FFY 2006	—

## SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 2

### Union City – Black (FFY 2006 RRR 3.78)

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*All students are given the opportunity to participate in the various programs offered at Union City Schools. Each school's handbook outlines the programs. Due to the numerous activities, resources, and programs, all students are given an equitable opportunity to participate.*

### EVIDENCE

List evidence and documentation on file.

#### *Program Options:*

- *Music/Band at middle school and high school*
- *Chorus Kids at elementary school*
- *Physical Education*
- *Computer Labs*
- *PAES Labs at middle school and high school*
- *Before/after school tutoring*
- *Credit recovery at high school*
- *Athletic programs at middle school and high school*
- *LEAP (state-approved as alternative to gifted program funded through special education) at elementary school*
- *After-school enrichment (private donor) at elementary school for those who do not meet the state-approved guidelines but show academic success and work ethic. In this program, 16% are culturally diverse*
- *At the middle school, advanced classes are offered in Language Arts, Reading, and Algebra. Of those*

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*enrolled in the advanced classes, 12% are culturally diverse*

- *At the high school, 25% of students enrolled in the following classes are culturally diverse:*
  - *Honors English*
  - *AP English*
  - *Honors Algebra*
  - *Honors Geometry*
  - *Pre-Calculus*
  - *AP Calculus*
  - *Honors Chemistry*
  - *AP Chemistry*
  - *Honors Physical Science*
  - *Honors Biology*
  - *Honors Biology II*
  - *AP Biology*
  - *AP Physics*
  - *Honors World History*
  - *AP European History*
  - *AP US History*

## SPECIFIC LEARNING DISABILITIES

## FOCUS ITEM 2

### Franklin SSD – Black (FFY 2006 RRR 3.38)

### EVIDENCE

List evidence and documentation on file.

- a) Program options, co-curricular:
- Differentiated instruction (serve all students)
  - ELL (serve qualified English Language Learners)
  - SMART (serve all K-1)
  - Title 1 (serve Title 1 schools)
  - Reading Recovery (serve target children)
  - Accelerated Reader (serve all children)
  - Compass Odyssey (serve all children)
  - Tutoring (serve target students) both during and after-school
  - Special Education (serve certified children with IEPs)
  - Gifted services (serve both identified and rapidly progressing students)
  - STAR (available to all)
  - Preschools (including Title I, state-funded, Safe School grant, and special education) serve children in

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*EasyIEP provides a database program showing participation by race, ethnicity, gender and disability and identifies areas of discrepancy. A list is maintained at Central Office of all children referred with the outcome of the referral. The results are disaggregated by race, ethnicity, gender, and disability*

*For the 2007-2008 school year, the district will provide a comprehensive list of all in- and out-of-school programs and activities available to students, with enrollment information disaggregated by race, ethnicity and gender*

*Every fourth-grade student in the district is screened for possible gifted services, and results are disaggregated by race, ethnicity and gender.*

*Schools and parents at FSSD utilize a school improvement plan to identify program needs, and to encourage participation, including community involvement.*

	<p><i>high-risk groups (minority, ELL, low socioeconomic areas, behavior, severe illness of parent or child, single parent, identified special education students)</i></p> <ul style="list-style-type: none"> <li>○ <i>Extracurricular services provided by FSSD include:</i> <ul style="list-style-type: none"> <li>▪ <i>MAC Morning and Afternoon Care (available to all students, with academic supports available)</i></li> <li>▪ <i>Young Scholars (providing enrichment opportunity)</i></li> <li>▪ <i>Adventure Academy (providing instructional support intersession (providing enrichment and instructional support to students in the balanced-calendar school)</i></li> <li>▪ <i>Story Bus (providing reading enrichment to both students and families, by a bus targeting high-risk neighborhoods)</i></li> <li>▪ <i>Scholarships and financial assistance are available to ensure that all students have access to in-school and out-of-school programs, including band, field trips and class activities.</i></li> </ul> </li> </ul> <p><i>b) See attached for disaggregation.</i></p> <p><i>c) All FSSD teachers meet Tennessee standards for Highly Qualified. Teachers make a concerted effort to include all students, including those of all ethnicities</i></p> <ul style="list-style-type: none"> <li>○ <i>ELL: 8 certified ELL Teachers,</i></li> </ul>
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|  | <p><i>providing every school with a full-time ELL teacher</i></p> <ul style="list-style-type: none"><li>○ <i>Gifted: 5 certified gifted specialists, providing every school with access to services. Plans for additional staffing in the 2007-08 school year will result in one gifted specialist in every school</i></li><li>○ <i>Special Ed preschool: 4 certified Special Ed teachers, plus 9 teaching assistants</i></li><li>○ <i>Preschool (other than Special Education): 9 certified teachers, 10 teaching assistants</i></li><li>○ <i>Special Education: 41.5 certified teachers, 49 teaching assistants</i></li><li>○ <i>Speech/Language: 5.5 SLP</i></li><li>○ <i>Other: FSSD employs professionals, such as Occupational Therapists, Social Worker, et al. when applicable</i></li></ul> |
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# Speech/Language Impairments

System	Data Date	Other Disproportionate Disabilities
▪ Cumberland County	FFY 2006	—
▪ Lake County	FFY 2006	—
▪ Unicoi County	FFY 2006	—
▪ ↓ Henderson County	FFY 2005	—

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 2

### Cumberland County – White (FFY 2006 RRR 3.55)

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

- A wide range of programs are available for all schools in our district. This includes classes for gifted students grade k-12, classes for ELL and ESL students. Programs available also include inclusion, resource, CDC, transitional first, and after-school tutoring. It has been determined that we do have an overrepresentation of white language impaired students in our district. The following steps have been taken to correct this problem.
- Review of all students currently identified as language impaired.
- Conference with all Speech personnel to review eligibility standards and to ensure that interventions are being tried prior to referral for evaluation.
- Conference with ELL Coordinator to discuss ELL students who may have been overlooked in past and those to whom coordinator feels are struggling academically, but struggles are not due to language barrier. These students have been identified and interventions are being implemented.
- All SPED staff have been reminded of importance of intervention period, and that students are to undergo a complete psychological evaluation (not just a language evaluation) prior to being identified as language impaired. The Cumberland County School System benefits from Federal Title monies that are used to provide equity in all programs as well as special education.
- In the event that we have a student that is culturally and linguistically diverse, provisions are in place to assist the student in accessing the programs such as interpreters, and materials in the student's native language. The schools send notes home to parents explaining in and out of school programs and activities, make announcements of activities and display the information at the community activity area designated in each school.
- An interpreter makes sure that the students that are limited English speakers understand the material

### EVIDENCE

List evidence and documentation on file.

- Catalogs from Cumberland County High School and Stone Memorial High School that shows lists of classes.
- State of Tennessee Report Card for Cumberland County Schools 2007.
- Title IIA accountability information and LEA Status for Highly Qualified Status which currently shows the system at 97.4% met.
- Highly Qualified Paraprofessional Data Results with percent met at 100%.
- The Federal Consolidated plan for all the Title programs.
- Special Education Spanish Parent rights forms, IEP, and Prior Written Notice.
- Gifted plan that outlines procedures for gifted child find.

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- *The State of Tennessee report card provides enrollment information disaggregated by race/ethnicity, gender, and disability.*
  - *The federal consolidated plan is established and implemented to ensure that all diverse learners are provided for in an equitable manner.*
  - *Special Education IEPs and parent meetings are designed for diverse students by providing Spanish materials for the meetings and having an interpreter available to make sure all the safeguards are clarified.*
  - *CPR for LEA's includes parents. Parents are active participants in IEP meetings.*

*The system performs a gifted screening that is in accordance with the approved gifted plan. After review of all the above information, it is felt that Cumberland County Schools are at Standard in these areas.*

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 2

### Lake County – White (FFY 2006 RRR 8.34)

### EVIDENCE

List evidence and documentation on file.

- PBL class rosters
- PBL documentation of qualifications for participants
- Terra Nova Camp participants
- Terra Nova Camp schedule/ activities
- Student Council members
- After school tutoring attendance
- TCAP scores
- TDOE Report Card 07
- Phone log
- Letters sent to parents
- Advisory Council power point presentation
- Advisory Council sign in sheet
- Advisory Council monthly newsletters
- STAR reading tests
- STAR literacy tests
- Progress monitoring by teacher(s) for individual students

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

Lake County Schools has a variety of academic and non-academic programs in all three campus locations that are available to all students regardless of race, gender, or disability. Our net enrollment for our school district is approximately 1,011 students. Our ethnicity population consists of 70.2 % white students, 28.4 % African American students, and 1.4 % Hispanic students (TDOE Report Card 2007). Due to our low percentage of Hispanic students, there is a low participation of Hispanic students in various programs.

List of available academic and non-academic programs:

- Margaret Newton Elementary: Pre-through 5<sup>th</sup> grade: MNES demographics: 58.8% males and 41.2% females; 66.5% white, 33.1% African American, .4% Hispanic.
  - Project Based Learning (PBL) – This program is for high achieving, gifted, or talented students who need the extra challenges outside the classroom. Different sources are reviewed to determine participation in the program to ensure availability to all students regardless of race, gender, or disability. Sources include review of standardized state test scores over a two year period, teacher recommendation (may include art or music teacher if a student is extremely creative or talented but may not have high grades or test scores), teacher documentation of grades and behavior, and parent information. All sources are reviewed by a team consisting of the PBL facilitator, gifted coordinator, principal, and general education teacher(s).
  - Terra Nova Camp – Terra Nova Camp is an after school tutorial for all students in grades 3- 5 in preparation for taking the Terra Nova state assessment. The camp is from 3:15-6:00 for 8-10 afternoons in which students are provided a meal and transportation home. All students (white, African American, Hispanic, male, female, at-risk, non at-risk) are encouraged and rewarded for attending the Terra Nova Camp.
  - Student Council – Participation is decided by a team consisting of the principal and several different grade level teachers. Students are selected based on teacher/principal observations and recommendations including behavior, interaction with peers, effort put forth in daily routines and activities, student interviews, etc. The goal is to boost self-esteem, promote a sense of belonging, create a positive attitude towards school, and develop a sense of responsibility.

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| <ul style="list-style-type: none"> <li>▪ <i>Tutoring – After school tutoring is available to any student grades 1-5. The target population is economically disadvantaged students including white, African American, and Hispanic students and students with disabilities (all races). This target data was obtained from TCAP results. The teacher and/or principal contacts the parents of economically disadvantaged students by phone or by letter requesting the student attend tutoring. Home visits are also conducted by the director of the Family Resource Center to encourage participation. Since the Lake County School System is in a small community, home visits and personal phone calls are usually effective in reaching those at-risk students individually. Tutoring opportunities are shared with the members of the community through our local Advisory Council. The Advisory Council meets once a year and information about the school system is shared and discussed by the school administrators with the council members. In addition to the annual Advisory Council meeting, the Superintendent sends out a monthly newsletter with school updates in all areas. Tutoring opportunities are also shared through Community Meetings that are held bi-annually in local churches of both the white and African American communities.</i></li> <li>▪ <i>Speech Program – See template 1 for the description of the current speech program and the new program we are planning to implement (fall 07- spring 08). Students who receive only speech services are as follows: 20 white males, 10 white females, 6 African American males. Lake County Schools have disproportionality in over-identification of white speech students according to the December 1, 2006 census. Changes are presently being implemented to the speech referral process to decrease the number of speech referrals. An inclusive speech program is being implemented beginning in January 08 in which all preschool students will receive “speech” through whole group or small group activities within the preschool classroom. These speech activities and speech instruction will be provided by the speech therapist without pulling students out of the classroom. Students with and without IEPs will be receiving speech instruction.</i></li> <li>▪ <i>Inclusion Program – An inclusive special education program is provided to students in kindergarten through fifth grade. Students with IEPs and students at-risk for being referred for special education services are targeted in the inclusion program. A highly qualified special education teacher and a highly qualified educational assistant serve students in the general education classroom. All students are taught the state standardized objectives in the classroom using differentiated instruction, modifications, accommodations, small group, and individual instructional strategies. Progress for each student is monitored through teacher observation, STAR Reading tests, STAR literacy tests, McGraw-Hill intervention kits, teacher assessments, and other informal assessments. There are 15 students with IEPs that are served in the inclusion program. Of these 15 students there are 5 African American males, 7 white</i></li> </ul> | <ul style="list-style-type: none"> <li>○ <i>Documentation of participants of inclusion program (at all 3 schools) and extended resource program (MNES and LCHS) broken down by race, gender, disability</i></li> <li>○ <i>Student Council Members</i></li> <li>○ <i>Athletic Rosters</i></li> <li>○ <i>Activity Period Schedule</i></li> <li>○ <i>Evenstart Participants</i></li> <li>○ <i>Dual Credit Course listings</i></li> <li>○ <i>Beta Club Participants</i></li> <li>○ <i>All other club lists of participants</i></li> </ul> |
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males, 1 African American female, and 1 white female. After our review, we did not find that we had over-identified or under-identified any race, gender, or disability when compared to the MNES demographics (TDOE Report Card 07). We will closely monitor this population each year to ensure there is no over or under identification of any race, gender, or disability.

- **Extended Resource Program** – Margaret Newton School also has an extended resource program for students with more severe disabilities. A majority of the extended resource population are taught academics, life skills, coping skills, etc. in the extended resource classroom. All of the extended resource population is mainstreamed on an individual basis into general education for recess, lunch, library, art, music, physical education, guidance, and other special activities according to the appropriate grade/age level. Some of these students are also mainstreamed into the content area classes as appropriate for the child and according to the IEP. The ER class consists of all male students (6 white males, 4 black males). There are also 2 inclusion students (2 white males) that spend academic time in the ER class. During our review of our procedures for identification and eligibility of disabilities, we did not find that we were over-identifying male students in this category of disability which includes multi-disabled, autism, and mental retardation. We reviewed each student's record including the IEP, evaluation, and eligibility report and found that all of these students did meet the eligibility requirements according to state, federal, and local guidelines. We will continue to monitor these students each year to ensure there is no over or under identification of any race, gender, or disability.

- **Lara Kendall School: Pre-K through 8<sup>th</sup> grade: LKES demographics: 58% males and 42% females; 75% white, 23% African American, and 2% Hispanic**

- **Inclusion Program** – The inclusion program has the same description as MNES inclusion program. The inclusion students under the disability of SLD are as follows: 24 white males, 6 white females, 9 African American males, 6 African American females, 1 Hispanic male. Autism: 2 white males, ED: 1 white female, 1 African American male, MR: 1 white female, OHI: 4 white males, 1 white female. We have reviewed each student's record including the IEP, evaluation, and eligibility report and found that all of these students did meet the eligibility requirements according to state, federal, and local guidelines. We will continue to monitor these students each year to ensure there is no over or under identification of any race, gender, or disability.
- **Project Based Learning** – See above description of program under MNES. PBL at LKES include grades 3-8.
- **Beta Club**: Participants in the Beta Club are selected based on grades. Grades must be 85 or better to participate. All ethnic races are screened for Beta Club.

- *Student Council – Student Council representatives are elected by classmates/peers. All ethnic races are eligible to run for Student Council.*
  - *Athletics – Football, Basketball, Softball, Cheerleading*
  - *Tutoring – See above description of tutoring program under MNES.*
  - *Terra Nova Camp – See above description of Terra Nova Camp under MNES*
  - *Activity Period – Activity Period is implemented in grades 6-8. All students regardless of race, gender, and disability are exposed to a variety of activities. The activity changes/rotates every grading period. Some activities are golf, broadcasting, aerobics, pep club, student mentoring, walking, brain teasers, annual staff, etc.*
- *Lake County High School: Grades 9-12: LCHS demographics: 68% White, 31% African American, 1% Hispanic*
- *GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) – GEAR UP is a program that prepares students for admission to college. All races, genders, and disabilities are eligible for this program and all are encouraged to participate. There are several components of GEAR UP. One program provides after school tutoring four days a week for all students. Participation in the tutoring is strongly encouraged by faculty and staff. Students that are economically disadvantaged or disabled are especially encouraged to participate. Summer program is another component of GEAR UP. One session is to tutor students that will be taking the Gateway exams the following year. The second session is a transition program for students that will be freshmen (9<sup>th</sup> graders) at LCHS. It prepares them for life at the high school which includes course selection, post-secondary goals or focus, non-academic programs, rules, procedures, etc. Students of all races, genders, and disabilities are eligible to participate in the summer program. College Days is also funded by the GEAR UP program. The GEAR UP coordinator takes students preparing to attend college to different college campuses for tours, question & answer sessions with college counselors, and to gather information. Another GEAR UP component is an ACT preparatory session for students preparing to take the ACT.*
  - *e4tn – This is an on-line course for enrichment, credit recovery, and graduation requirements.*
  - *Dual Credit Courses – LCHS offers courses in math, English, and history to students that are planning to attend college. The students receive college credit while meeting requirements for graduation from high school.*
  - *Student Organizations and Clubs – Beta Club, FCA (Fellowship of Christian Athletes), FCCLA (Family and Consumer Science), VICA (Vocational Industrial Clubs of America), Student Council, Yearbook Staff, SCAT (Student Coalition Against Tobacco), Upward Bound – Sponsored by Dyersburg State Community College, FTA*

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*(Future Teacher of America)*

- *Evenstart – a program for young teen mothers. The program works with young mothers on a weekly basis with parenting skills, life skills, academics (in conjunction with the high school tutoring program), post-secondary goals, etc.*
- *Advanced Courses – All students regardless of race, gender, and disability have access to advanced courses at the high school. Most students enrolling in these classes are on the academic diploma track and have plans to attend a post-secondary institution.*
- *Teen Court – Teen Court is part of the curriculum for the Criminal Justice course. Students take roles of jurors, lawyers, witnesses, etc. in a court of law. Teen Court participants try real cases of the students' peers that have broken the law. Our Juvenile Judge is in charge of the proceedings. This course is available to all races, gender, and disabilities.*
- *Inclusion Programs – See the description for the inclusion program under MNES. The high school inclusion teacher has an hour a day in her schedule for consultation with teachers or students. The special education teacher consults with teachers about individual students and modifications. The inclusion teacher is an additional resource to all the general education staff. The special education teacher gives each teacher a folder with lists of modifications, testing accommodations, interventions, etc.*

○ *School Wide Programs:*

- *Falcons READ! is a literacy campaign for our schools and community to emphasize the importance of literacy and reading. We have a school wide pep rally with junior high and high school cheerleaders to pep up the students to read. All high school athletes go into each pre-school through 5<sup>th</sup> grade classrooms and read to the students. Then pictures of school staff and students are posted of them being "caught" reading. Each individual class keeps a reading log to determine who reads the most books. Students also keep a log of how many books their parents read or other adult in their home. Each elementary school has an evening when parents and students come to school to read a book together and take an Accelerated Reading test together. There are activities at the public libraries and school libraries all year to promote literacy in our community.*

○ *School Wide Positive Behavior Support (SWPBS): Lake County Schools are currently attending training for School Wide Positive Behavior Support that we will be implementing in the 2008-2009 school year. Our goal is to prevent disruptive behaviors and to make our school a safe place for students to learn.*



## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 2

### Unicoi County – White (FFY 2006 RRR 4.32)

#### EVIDENCE

List evidence and documentation on file.

- After school tutoring at each school
- Roughly 50 students participating each day
- At this time there are 15 SPED students participating on a regular basis
- Leaps & Bounds
- Clubs and athletic teams at middle school and high school are open to all students
- Teachers working in after school programs are certified teachers. We currently have three Career Ladder II teachers working in our programs

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*Unicoi County Schools offers a wide range of programs to support student achievement for all students. Our programs encourage participation by culturally and linguistically diverse students by actively recruiting students of all backgrounds. Our system has a low percentage of minority students. Unicoi County schools has a white student population of 93.7%. Our largest minority group is Hispanic comprising 5.4% of our total population. At the current time our minority participation in after school/extra-curricular activities is very low. However, we are implementing a number of ways to recruit students from all backgrounds, especially our minority and economically disadvantaged students (55.1% of total population is economically disadvantaged). Students with disabilities make up 19% of our total student population. These students are encouraged to participate in activities by teacher referral in their schools.*

*Unicoi County Schools provides after school opportunities at all levels K-12. Elementary students have the opportunity to participate in after school tutoring provided at all schools through extended contract positions. The students are referred by teachers based on an observed need in their Glasswork. Special education students are targeted for this tutoring by teacher referrals. The tutoring offers academic support to content from classes. Our school system also provides after school opportunities for elementary students through the Leaps & Bounds program. Students come from their home school to one of our elementary schools and are assisted in many areas by teachers working in the program. Information on both of these programs is sent home to parents in both English and Spanish in order to target our minority population. Also the system ESL teachers work with our Hispanic students to determine if they would benefit from after school programs. High school students who are falling behind in credits may take part in "credit recovery" classes offered there. The students work on the PLATO curriculum program to make-up failed classes needed for graduation. These classes are offered during the school year as well as in the summer. These programs serve approximately 20-30 special education students.*

*Our high school and middle school offer a variety of clubs for students to participate in during school. These clubs have either a service or academic focus. All students are encouraged to participate. At the middle school level every student is asked to choose a club to belong to and*

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*is assigned to that club(s), ensuring full participation by all students. Athletics are open to all students at both the high school and middle school in Unicoi County.*

*Unicoi County schools encourage parent involvement through several avenues. The Director of Schools has established a Parent Advisory Board that meets once a month during the school year with our director. This board brings concerns and questions to the school leadership. The director also provides information and asks for input on issues facing the school system. Through our Federal Programs office, our system has established a Families Friendly Schools committee made up of parents, school leaders and citizens representing various agencies, industries and businesses throughout our county. This committee meets on a regular basis and is chaired by our system parent involvement coordinator. Each of our schools has an active parent organization. We have both PTA and PTO organizations within our county schools.*

*Participation in after school and extra curricular activities has been disaggregated by special education and non special education students. However, to this point enrollment has not been broken down by ethnicity. Steps are in place to begin this reporting for the 2007-2008 school year. A rough analysis of the enrollment shows a large percentage of the participants as white students. This would not be that unusual for our county due to the large number of white students in the school system versus minority students. Of roughly 2675 students in our system, only 170 of those are minority students. Therefore we will always have more white students participating than minorities. Students with disabilities and from minority groups have equal access to all programs sponsored by our school system. These students are also encouraged to participate and informed of the opportunities. A disability does not preclude any student from participating in any school sponsored activity.*

*Tutoring and after school programs are staffed through extended contract allocations. Teachers with Career Ladder status are offered first opportunity to receive these positions. If positions are not filled through Career Ladder, other teachers may apply for these positions.*

## SPEECH AND LANGUAGE IMPAIRMENTS

## FOCUS ITEM 2

### Henderson County – White (FFY 2005 RRR 3.09—FFY 2006 RRR 1.90)

#### EVIDENCE

List evidence and documentation on file.

- a) *System Student Ethnic Summary*
- b) *Special Education Student Ethnic Summary*
- c) *EasyIEP Listing of Disability by Ethnic Group and School*
- d) *See Preschool Screening Packet attached to Review Item 1*
- e) *Summary of data related to referrals and identifications*

**DESCRIBE** the range of programs available in the district. Are there programs in which culturally and linguistically diverse students are over- or underrepresented? If so, what steps are taken to reduce/eliminate obstacles to ensure balanced representations in programs?

*Instructional services were not a targeted area for this school system. All students, regardless of ethnicity, are represented in all programming areas.*

*A complete and comprehensive list of all school programs disaggregates the system population by race/ethnicity, gender, and disability.*

*No participation disparities were noted in the provision of instructional services.*

*Screening and assessment instruments are selected based on Tennessee Department of Education recommendations. A variety of evaluative tools are available to meet diverse needs of our system population thus insuring equitable representation of all groups.*

*Screening for preschool children is conducted yearly and involves speech and language, vision and hearing, and early developmental skills. This screening is available to all children in our system.*